

# GRADE LEVEL CONTENT EXPECTATIONS

# 3<sup>LA</sup>

v. 6.04

## READING

## WRITING

## SPEAKING

## LISTENING

## VIEWING

**Welcome to Michigan's Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.**

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discrete layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan's students. The art of teaching is what makes the content of learning become a reality.

## Word Recognition and Word Study

*Students will...*

**R.WS.03.01** Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.

**R.WS.03.02** Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).

**R.WS.03.03** Know the meanings of words encountered frequently in grade level reading and oral language contexts.

**R.WS.03.04** Recognize the 220 Dolch basic sight words and 95 common nouns.

**R.WS.03.05** Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.

**R.WS.03.06** Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct)

—knowledge of language

—sound/symbol/structural relationships

—context.

**R.WS.03.07** Apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.

**R.WS.03.08** Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).

## Narrative Text

*Students will...*

**R.NT.03.01** Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.

**R.NT.03.02** Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).

**R.NT.03.03** Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.

**R.NT.03.04** Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.

## Informational Text

*Students will...*

**R.IT.03.01** Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).

**R.IT.03.02** Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).

**R.IT.03.03** Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.

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## Comprehension

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*Students will...*

**R.CM.03.01** Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.03.02** Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.

**R.CM.03.03** Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).

**R.CM.03.04** Apply significant knowledge from what is read in grade level appropriate science and social studies texts.

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## Metacognition

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*Students will...*

**R.MT.03.01** Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).

**R.MT.03.02** Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern).

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## Critical Standards

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*Students will...*

**R.CS.03.01** Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.

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## Reading Attitude

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*Students will...*

**R.AT.03.01** Be enthusiastic about reading and learning how to read.

**R.AT.03.02** Do substantial reading and writing on their own.

## WRITING

### Writing Genres

*Students will...*

**W.GN.03.01** Write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits.

**W.GN.03.02** Write poetry based on reading a wide variety of grade level appropriate published poetry.

**W.GN.03.03** Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents.

**W.GN.03.04** Use the writing process to produce and present a research project

- beginning with a teacher-selected topic
- initiating research questions from content area text
- using a variety of resources to gather and organize information.

### Writing Process

*Students will...*

**W.PR.03.01** Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.

**W.PR.03.02** Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).

**W.PR.03.03** Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.

**W.PR.03.04** Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.

**W.PR.03.05** Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.03.06** Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.

### Personal Style

*Students will...*

**W.PS.03.01** Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).

### Grammar and Usage

*In the context of writing, students will...*

**W.GR.03.01** Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.

## Spelling

*In the context of writing, students will...*

**W.SP.03.01** Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

## Handwriting

*Students will begin to...*

**W.HW.03.01** Write the cursive alphabet.

## Writing Attitude

*Students will...*

**W.WA.03.01** Be enthusiastic about writing and learning to write.

## **SPEAKING**

### **Conventions**

*Students will...*

**S.CN.03.01** Express time relationships using correct verb tenses.

**S.CN.03.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions).

**S.CN.03.03** Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.

**S.CN.03.04** Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)

**S.CN.03.05** Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership. (They can provide examples of language differences in the region.)

### **Spoken Discourse**

*Students will...*

**S.DS.03.01** Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).

**S.DS.03.02** Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.

**S.DS.03.03** Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.

**S.DS.03.04** Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect.

**LISTENING  
& VIEWING**

**Conventions**

*Students will...*

- L.CN.03.01** Respond to questions asked of them, providing an appropriate level of detail.
- L.CN.03.02** Listen and interact appropriately and view knowledgeably.
- L.CN.03.03** Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- L.CN.03.04** Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.

**Response**

*Students will...*

- L.RP.03.01** Listen to or view and discuss a variety of genres and compare their responses to those of their peers.
- L.RP.03.02** Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.03.03** Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.
- L.RP.03.04** Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
- L.RP.03.05** Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.